

What's the Emotional Syllabus about?

The Emotional Syllabus is one of the resources we offer as part of the Cambridge Learning Journey. As you may already know, the Cambridge Learning Journey is the educational route which Cambridge University Press offers young learners from infancy up to late adolescence through its courses and accompanying resources. The aim of this learning journey is to help young learners not only become academically competent adults, but also to gain emotional and social competences.

Recent psychological studies have shown that a developed emotional competence favours both our social adaptation and the resolution of conflicts, but also improves our academic performance, our ability to make decisions and our well-being.

Our emotional education starts at an early age. After only a few months a baby can express emotions such as surprise, anger, happiness and even fear. In the first few years other emotions begin to surface like love, sadness, shame and disgust. Children also learn how to recognise emotions in others and develop self-control mechanisms. The progressive acquisition of language and the relationships with family, friends and educators play vital roles throughout a child's development. In general, when children are around seven or eight years old they have a well-established understanding of their own emotions and those of others and begin to be able to talk about them. In the years that take them through to adolescence, emotions play a key role in friendships and in their capacity to make valued judgements and responsible decisions.

From a pedagogical perspective, it is a question of helping them identify and recognise both their own emotions and those of others, to control their reactions to situations which affect them in order to give an adequate response, to develop empathy and the ability to listen, so their relationships with others are friendly and honest. This will arm them with the capacity to construct the emotional states they need to deal with everyday situations and feel physically and mentally healthy.

The ideas put forward in the work of Rafael Bisquerra Alzina and Núria Pérez Escoda (2007) have been used as a point of reference to draw up an Emotional Syllabus, which includes a list of the emotions present in our materials along with each of the related emotional competences, teaching notes and extra worksheets full of ideas for working with the emotions and their competences in the classroom.

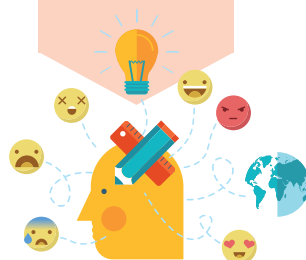


Emotional syllabus

Guess What! 1 (Pupil's Book)



| | Unit | PB section | Emotion | Emotional competences |
|----------|---------|------------------|---------------------------------|---|
| W | Hello! | p10 Story | Excitement | Self-management > generate positive emotions and enjoy life. Life and well-being awareness > Have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| 1 | School | p20 Story | Happiness | Social awareness > control basic social abilities: having an open attitude to dialogue. Social awareness > be capable of communicating effectively. |
| 2 | Toys | p30 Story | Gratitude (Gratefulness) | Social awareness > control basic social abilities: showing thanks. Life and well-being awareness > be an active, civic and responsible friend. |
| 3 | Family | p42 Story | Love | Self-management > be able to express emotions appropriately. Self-awareness > understand how others feel. |
| 4 | At home | p52 Story | Guilt | Self-awareness > make decisions based on your own emotions. Social awareness > control basic social abilities: asking for forgiveness. |
| 5 | My body | p64 Story | Delight | Self-motivation > get emotionally involved in the different aspects of your life. Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| 6 | Food | p74 Story | Confusion | Social awareness > show respect to others. Self-management > control your impulses. |
| 7 | Actions | p86 Story | Insecurity | Life and well-being awareness > look for help and resources. Self-motivation > have the capacity for self-motivation. |
| 8 | Animals | p96 Story | Acceptance | Social awareness > show respect to others. Life and well-being awareness > be an active, civic and responsible citizen. |



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Emotional syllabus

Guess What! 2 (Pupil's Book)



| Unit | PB section | Emotion | Emotional competences |
|-----------------------|------------------|--------------------|---|
| W Hello again! | p10 Story | Fear | Self-management > be conscious of how emotions influence behavior. Self-awareness > name your emotions. |
| 1 Transport | p20 Story | Enthusiasm | Self-management > generate positive emotions and enjoy life. Self-motivation > get emotionally involved in the different aspects of your life. |
| 2 Pets | p30 Story | Sadness | Self-awareness > understand how others feel. Life and well-being awareness > contribute to others' well-being. |
| 3 Clothes | p42 Story | Happiness | Self-management > generate positive emotions and enjoy life. Life and well-being awareness > contribute to others' well-being. |
| 4 Rooms | p52 Story | Relief | Self-management > be able to express your emotions appropriately. Self-management > be conscious of how emotions influence your behavior. |
| 5 Meals | p64 Story | Remorse | Self-management > control your impulses. Life and well-being awareness > have the capacity to enjoy your own well-being. |
| 6 Activities | p74 Story | Admiration | Self-management > be able to express your emotions appropriately. Life and well-being awareness > contribute to others' well-being. |
| 7 In town | p86 Story | Frustration | Self-management > be conscious of how emotions influence behaviour. Self-management > manage frustration. |
| 8 On the farm | p96 Story | Love | Self-management > be able to express emotions appropriately. Self-management > understand how others feel. |



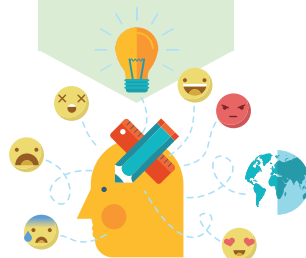
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Emotional syllabus

Guess What! 3 (Pupil's Book)



| Unit | | PB section | | Emotion | Emotional competences |
|----------|---------------|------------|-------|---------------------|--|
| W | Welcome | p10 | Story | Enthusiasm | Social awareness > have the capacity to influence or manage other people's emotions. Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| 1 | In the garden | p20 | Story | Frustration | Self-management > be conscious of how emotions influence behavior. Self-management > manage frustration. |
| 2 | At school | p30 | Story | Satisfaction | Life and well-being awareness > be an active, civic and responsible citizen. Social awareness > be capable of cooperating with others. |
| 3 | School days | p42 | Story | Pride | Self-motivation > have the capacity of self-motivation. Life and well-being awareness > contribute to others' well-being. |
| 4 | My day | p52 | Story | Excitement | Self-management > generate positive emotions and enjoy life. Self-motivation > get emotionally involved in the different aspects of your life. |
| 5 | Home time | p64 | Story | Guilt | Self-management > be able to express emotions appropriately. Social awareness > control basic social abilities: asking for forgiveness. |
| 6 | Hobbies | p74 | Story | Insecurity | Life and well-being awareness > look for help and resources. Self-motivation > have the capacity for self-motivation. |
| 7 | At the market | p86 | Story | Happiness | Self-motivation > get emotionally involved in the different aspects of your life. Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| 8 | At the beach | p96 | Story | Love | Self-management > be able to express emotions appropriately. Self-management > understand how others feel. |



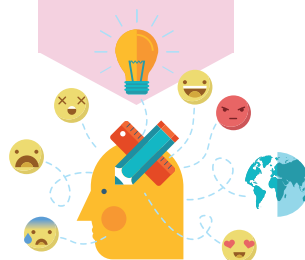
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Emotional syllabus

Guess What! 4 (Pupil's Book)



| Unit | | PB section | | Emotion | Emotional competences |
|----------|----------------|------------|-------|---------------------|--|
| W | Welcome back! | p10 | Story | Enthusiasm | Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-management > be conscious of how emotions influence behaviour. |
| 1 | Fun sports | p20 | Story | Irritation | Self-awareness > understand how others feel. Self-management > be conscious of how emotions influence behaviour. |
| 2 | Around town | p30 | Story | Happiness | Self-motivation > get emotionally involved in the different aspects of your life. Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. |
| 3 | At work | p42 | Story | Satisfaction | Life and well-being awareness > look for help and resources. Self-management > feel optimistic and capable. |
| 4 | Wild animals | p52 | Story | Gratefulness | Social-awareness > control basic social abilities: showing thanks. Life and well-being awareness > be an active, civic and responsible citizen. |
| 5 | Food and drink | p64 | Story | Pleasure | Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-motivation > get emotionally involved in the positive aspects of your life. |
| 6 | Health matters | p74 | Story | Acceptance | Self-awareness > understand how others feel. Social awareness > show respect to others. |
| 7 | Buildings | p86 | Story | Delight | Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Social awareness > have the capacity to influence or manage other people's emotions. |
| 8 | Weather | p96 | Story | Pride | Social awareness > be capable of cooperating with others. Self-motivation > have the capacity for self-motivation. |



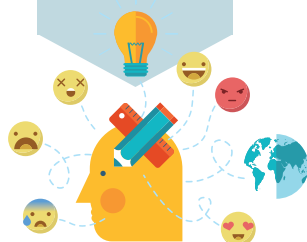
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Emotional syllabus

Guess What! 5 (Pupil's Book)



| Unit | | PB section | | Emotion | Emotional competences |
|----------|-------------------|------------|-------|--------------------------|--|
| W | Around the world | p9 | Story | Excitement | Self-motivation > feel optimistic and capable. Self-management > be conscious of how emotions influence behaviour. |
| 1 | Family and pets | p19 | Story | Delight | Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-motivation > get emotionally involved in the positive aspects of your life. |
| 2 | In the playground | p29 | Story | Anger / Hostility | Self-management > control your impulses. Social awareness > have the capacity to prevent and resolve interpersonal conflicts. |
| 3 | Under the sea | p41 | Story | Compassion | Life and well-being awareness > be an active, civic and responsible citizen. Self-motivation > be responsible for making decisions and behaving in an ethical manner. |
| 4 | Gadgets | p51 | Story | Relief | Social awareness > understand in human relationships reciprocity is fundamental. Self-motivation > be able to express your emotions appropriately. |
| 5 | The natural world | p63 | Story | Fear | Self-management > reduce the length and intensity of negative emotions. Self-motivation > be resilient. |
| 6 | Helping at home | p73 | Story | Satisfaction | Life and well-being awareness > be an active, civic and responsible citizen. Social awareness > be capable of cooperating with others. |
| 7 | Feelings | p85 | Story | Gratefulness | Social-awareness > control basic social abilities: showing thanks. Life and well-being awareness > look for help and resources. |
| 8 | Outdoor sports | p95 | Story | Pride | Self-motivation > have the capacity for self-motivation. Life and well-being awareness > have the capacity to set ourselves positive and realistic goals. |



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Emotional syllabus

Guess What! 6 (Pupil's Book)



| Unit | | PB section | | Emotion | Emotional competences |
|----------|---------------------|------------|-------|-------------------|--|
| W | Seasons and weather | p9 | Story | Enthusiasm | Life and well-being awareness > have the capacity to enjoy positive experiences in all areas of life: work, social and personal. Self-management > generate positive emotions and enjoy life. |
| 1 | Camping | p19 | Story | Stress | Self-management > reduce the length and intensity of negative emotions. Self-motivation > have the capacity of self-motivation |
| 2 | Talent show | p29 | Story | Relief | Self-management > be resilient. Life and well-being awareness > have the capacity to enjoy your own well-being. |
| 3 | International food | p41 | Story | Fear | Self-management > reduce the length and intensity of negative emotions. Self-motivation > be assertive. |
| 4 | Music | p51 | Story | Insecurity | Life and well-being awareness > look for help and resources. Self-motivation > be responsible for making decisions and behaving in an ethical manner. |
| 5 | Now and then | p63 | Story | Tenderness | Self-management > be able to express your emotions appropriately. Self-awareness > understand how others feel. |
| 6 | The environment | p73 | Story | Admiration | Life and well-being awareness > take responsibility for making decisions using ethical, social and safety criteria. Self-management > be perseverant. |
| 7 | Space | p85 | Story | Confusion | Self-management > be conscious of how emotions influence your behaviour. Social awareness > be capable of cooperating with others. |
| 8 | Celebrations | p95 | Story | Happiness | Life and well-being awareness > have the capacity to set ourselves positive and realistic goals. Self-motivation > get emotionally involved in the positive aspects of your life. |



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